

Standards By Design:

***Proficiency Stage 1, Proficiency Stage 2,
Proficiency Stage 3, Proficiency Stage 4,
Proficiency Stage 5 and Proficiency Stage 6 for
Second Language***



Message to Students

Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

Getting in shape academically is one of the most important things you can do to prepare for a successful future. Your future starts with Oregon’s academic standards. This booklet explains what you should know and be able to do in each subject, at your grade level.

Please review this guide with your teachers and share it with your parents and family. To be ready for tomorrow, get in top academic shape today. You can use this guide year round to check your progress.



The Oregon Department of Education gratefully acknowledges the Indiana Department of Education for allowing the modification of some of their materials for use in this document

Message to Parents

Dear Parent,

Education is the building block of every student's future. To ensure all students have the opportunity to succeed, Oregon has adopted world-class academic standards in English/language arts, mathematics, science, social studies, the arts, health education, physical education and second languages. The academic content standards clearly outline what students should know and be able to do in each subject, at each grade level. Oregon's teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state's plan for improving student achievement. They provide a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today's economy and to earn enough to support a family, all students need to continue their education beyond high school, whether at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning occurs many places, not only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference. Nothing will have a bigger impact on your student's success than your involvement in his or her education.

On the next page is a list of 12 things you can do to help ensure your child has the best education possible – from preschool to post-high school opportunities. We hope you will use this guide as a tool to help your child succeed today and in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" and last name "Castillo" clearly distinguishable.

Susan Castillo
Superintendent of Public Instruction

Twelve things parents can do to help students succeed

- 1. Promote education beyond high school.** Make sure your child knows you expect him or her to continue learning after high school - it's never too early to start raising these expectations. To keep our families, communities, and economy strong, all students need to keep learning.
- 2. Build relationships with your child's teachers.** Find out what each teacher expects of your child. Learn how you can help your child prepare to meet these expectations.
- 3. Read to your child.** Reading is the foundation for all learning and is one of the most important contributions you can make to your child's education. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows.
- 4. Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
- 5. Make math part of everyday life.** Paying bills, cooking, gardening, and even playing games are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
- 6. Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
- 7. Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home.
- 8. Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmer's market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.
- 9. Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits your child learns now will carry over into college and beyond.
- 10. Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."

11. Start a college savings plan as soon as possible. Investigate Oregon's College Savings Plan and other investment vehicles and contribute as much as you can.

12. Promote high standards for all. To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: You are the most important influence on your child. Oregon's academic standards give you important tools to ensure your child gets the best education possible and is well prepared for the future.



Measuring Student Learning

Teachers use many approaches to measuring how much their students are learning.

Assessments can be administered as part of good teaching to help teachers and parents understand how students are progressing while the lessons are still being taught, and assist in identifying academic areas where students may need additional attention.

Assessments developed by the state that cover a large broad amount of information provide a measure of school accountability - assisting schools in their efforts to align curriculum and instruction with the state's academic standards and reporting progress to parents and the public. In Oregon this assessment is called the Oregon Assessment of Knowledge and Skills, or OAKS.

What are the state assessments?

OAKS consists of three broad areas:

1. Knowledge and Skill Tests present the student with a series of questions or problems on computers. The computer selects items that challenge the student's ability. As the test progresses, the computer becomes more accurate about each student's ability so that by the end of the test, the resulting score is very accurate. These tests are required in grades 3-8 and high school for English Language Arts and mathematics and for grades 5, 8, and high school in science. An optional knowledge and skills test is also available for Social Sciences in grades 5, 8 and high school.

2. State Writing Assessments require students to give extended written responses to open-ended topics provided by the state in a supervised testing situation. Trained raters at state-run scoring sites rate student work using the state scoring guide. This performance assessment is required in grade 11. Some students take this test on computers and some write their responses on paper. Districts make the decision regarding whether to use the computer to administer the writing test in part based on the number of computers that are available for students to use.

3. Classroom Work Samples are a series of formal classroom assessments available to Oregon teachers in grades 3 to high school that allow students respond to locally provided topics or complex problems. Student work is rated by teachers in their own schools or districts using state scoring guides.

Oregon school districts and public charter schools are required to provide students in grades 3 through 8 and once in high school with annual opportunities to demonstrate their progress in the skill areas Writing, Speaking, Mathematical Problem-Solving, and Scientific Inquiry (often referred to as the "opportunity-to-learn" requirement). Districts are free to develop their own local performance assessments, or to administer work samples scored with the official state scoring guide(s) to satisfy this requirement.

Work samples may also be used for students to demonstrate proficiency in the Essential Skills, as part of their graduation requirement to receive a regular high school diploma (described below). In those cases, districts must ensure that certain administrative conditions have been met, and the work samples must meet the achievement standard approved by the State Board of Education. It's possible that work samples administered to satisfy the "opportunity-to-learn"

requirement could also be used by students as evidence of Essential Skills proficiency, in order to meet the graduation requirement.

How is student performance on these assessments measured?

Content Standards describe what students in Oregon should learn. How well the content is learned is determined by **Achievement Standards**. These achievement standards, or “cut scores”, identify the score needed on the OAKS to demonstrate solid understanding of the content standards.

The state writing assessment and classroom work samples are scored using state scoring guides. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. For the state writing assessment, student work is scored by two different raters and their scores combined to create a “composite score”.

Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers are asked to carefully align their classroom assessments to the criteria described on the scoring guide.

Are there graduation implications?

As part of Oregon’s new graduation requirements, students are required to demonstrate proficiency in the Essential Skills of Reading, Writing, and Math in order to earn a regular high school diploma. Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9, as shown below:

- **Enrolled in Grade 9 in 2008-09:** Read and comprehend a variety of text
- **Enrolled in Grade 9 in 2009-10:** Read and comprehend a variety of text and Write clearly and accurately
- **Enrolled in Grade 9 in 2010-11 and beyond:** Read and comprehend a variety of text; Write clearly and accurately; and Apply mathematics in a variety of settings

The State Board of Education has approved a number of assessment options, and corresponding achievement standards, for students to demonstrate proficiency in the Essential Skills. These options include the statewide assessment (OAKS), local performance assessments (work samples), and several standardized tests, such as ACT, SAT, PLAN, PSAT, Compass, ASSET, and Work Keys. Students may use any one, or a combination of the approved assessment options to demonstrate proficiency in the Essential Skills. For example, a student might demonstrate proficiency in the Essential Skill of Reading through OAKS, and Writing through work samples.

How will the adoption of the Common Core State Standards affect instruction and assessment?

On October 28, 2010, the Oregon State Board of Education adopted two new sets of standards:

- The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- The Common Core State Standards for Mathematics

The Common Core State Standards (CCSS) are a set of national learning expectations developed by teachers, administrators, parents, and education experts from around the country. These standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and English language arts.

These two new sets of content standards **replace** Oregon's current standards in English language arts and mathematics. There is a great deal of similarity between Oregon's current standards and the CCSS; however, in the coming years, there will be some changes in what your student will be taught. Some information will be new and some content will be taught in a different grade level than in the past.

Your student will also notice some changes in how state tests are conducted. Oregon education experts are working with others from around the country on designing a common assessment to measure student proficiency in the new Common Core standards. This new test will be in place by the 2014-15 school year, so during the transition, new academic content will be taught to students and schools will begin to pilot new tests.

These changes mean your child, and students across the state, will be better prepared to meet the new college and career ready high school graduation requirements and leave our schools with a strong educational foundation and the skills needed to succeed.

For more information on the Common Core, visit <http://www.ode.state.or.us/go/commoncore>.

Material in *italics* identifies Supporting Functions.

Second Language

Proficiency Stage 1

Students at Proficiency Stage 1 (approximates ACTFL Novice-Low) can understand phrases, words, everyday expressions and simple statements on familiar topics. Students communicate using memorized/rehearsed phrases, sentences and questions. Students rely on contextual and visual cues. Through language study, they will begin to compare the language and culture studied with their own.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS1.IL.01 Demonstrate understanding of some words/signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations).

Recognize vocabulary related to familiar topics

Understand a short series of simple directions

Interpretive Mode: Reading (ASL Literary materials exist in video and digital forms)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, applications, menus).

SL.PS1.IR.01 Identify some common words, symbols, phrases and cognates from familiar material.

Know letters or symbols of the target language

Combine symbols to form words

Understand common cognates, borrowed and high-frequency words and expressions from familiar material

Use contextual and visual cues

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS1.IS.01 Use memorized words/signs, phrases and expressions in everyday situations.

Provide basic personal information

Answer predictable questions with memorized responses

Material in *italics* identifies Supporting Functions.

Use common greetings and farewells

Presentation Mode: Writing

Students can write ideas and information for an audience.

SL.PS1.PW.01 Write symbols/characters, basic high-frequency words and memorized phrases.

Make lists of familiar objects and vocabulary

Spell familiar words using the target language alphabet

Express simple ideas in short memorized phrases

Presentation Mode: Speaking

Students can speak to an audience about basic ideas and information.

SL.PS1.PS.01 Present basic information using common words, phrases and everyday expressions.

Present basic material in an organized manner

Use vocabulary sufficient to get meaning across

Rely on gestures or visuals to present ideas

Proficiency Stage 2

Students at Proficiency Stage 2 (approximates ACTFL Novice-Mid) can understand simple ideas on everyday topics and identify some information embedded in familiar contexts. Student communication includes basic material, short messages and the expression of simple ideas. Students use memorized/rehearsed phrases, sentences and questions. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital, or live presentations).

SL.PS2.IL.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.

Recognize differences between formal and informal language

Listen to and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material

Listen to and demonstrate general understanding of short, predictable speech

Demonstrate ability to extract discrete information from simple communications

Material in *italics* identifies Supporting Functions.

Use contextual and visual cues

Interpretive Mode: Reading (ASL Literary materials exist in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, applications, menus).

SL.PS2.IR.01 Obtain information from simple text, often using contextual cues.

Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material

Demonstrate understanding of short, predictable text

Demonstrate ability to extract discrete information from simple texts (e.g. posters, timetables, ads)

Use contextual and visual cues

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS2.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.

Provide basic personal information

Give simple descriptions

Express likes and dislikes

Provide information about everyday activities

Answer predictable questions with memorized/rehearsed responses

Presentational Mode: Writing

Students can write ideas and communicate information for an audience.

SL.PS2.PW.01 Write from memory some high-frequency words, phrases and simple sentences and questions.

Present basic material in an organized manner

Use vocabulary sufficient to get meaning across

Use visuals to enhance communication and maintain audience attention

Presentational Mode: Speaking

Students can speak to an audience about ideas and information.

Material in *italics* identifies Supporting Functions.

SL.PS2.PS.01 Speak to an audience using memorized phrases and simple sentences.

Present basic material in an organized manner

Use vocabulary sufficient to get meaning across

Use some gestures or visuals to enhance communication

Attempt to maintain audience attention

Recite poems, rhymes, role-plays etc.

Proficiency Stage 3

Students at Proficiency Stage 3 (approximates ACTFL Novice-High) can identify main ideas and simple information on familiar topics. Students communicate using some original sentences and questions, relying on memorized/rehearsed material, to obtain and provide information. They participate in very simple conversations and get basic needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS3.IL.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.

Identify main ideas and some significant details on familiar topics

Identify information embedded in familiar contexts and connected to core academic content

Recognize expressions used in certain circumstances

Interpretive Mode: Reading (ASL Literary materials exist in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g. websites, newspapers, letters, notes, applications, menus, etc.).

SL.PS3.IR.01 Identify main ideas and some details from short simple texts.

Identify main ideas and some significant details on familiar topics

Identify information embedded in familiar contexts and connected to core academic content

Determine meanings by using contextual cues

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

Material in *italics* identifies Supporting Functions.

SL.PS3.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.

SL.PS3.IS.02 Participate in simple conversations on a limited range of topics.

SL.PS3.IS.03 Conduct simple rehearsed transactions necessary for survival in the target culture.

Give simple descriptions

Express simple opinions

Give basic directions and commands

Use numbers in common situations, such as measurement, time and prices

Extend/accept invitations and make plans

Make purchases and acquire basic services

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS3.PW.01 Write some simple original sentences and questions relying on memorized/familiar material.

Present material in an organized manner

Write short messages, postcards, simple descriptions and simple narrations

Provide information on applications and common documents

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

SL.PS3.PS.01 Present material in a clear and organized manner using simple sentences and some strings of sentences.

Present material in an organized manner

Leave short phone messages, make public service announcements, etc.

Recite poems and rhymes, perform songs, etc.

Use gestures or visuals to enhance communication

Maintain audience attention

Proficiency Stage 4

Students at Proficiency Stage 4 (approximates ACTFL Intermediate-Low) can identify main ideas and some supporting information on familiar topics. Students communicate using rehearsed and original sentences and questions, to exchange ideas and to obtain and provide information. This includes participating in simple conversations and getting some needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and

Material in *italics* identifies Supporting Functions.

global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS4.IL.01 Identify main ideas and some supporting details in simple conversations and presentations on familiar topics in everyday situations.

Identify main ideas and significant details on familiar topics

Identify the most significant ideas embedded in familiar contexts and connected to core academic content

Recognize high-frequency idiomatic expressions

Interpretive Mode: Reading (ASL Literary materials exist in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, applications, menus, etc.).

SL.PS4.IR.01 Identify main ideas and supporting details from simple texts.

Read short, authentic or teacher-generated text (e.g., poems, short literary text, periodicals)

Identify main ideas and supporting details in familiar contexts and/or connected to core academic content

Provide a sequence of main events from text

Draw inferences and make simple predictions and conclusions

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS4.IS.01 Create simple sentences and questions to exchange ideas and to obtain and provide information.

SL.PS4.IS.02 Participate in simple conversations on a range of familiar topics in everyday situations.

SL.PS4.IS.03 Conduct predictable transactions necessary for survival in the typical daily life of the target culture.

Describe with some supporting details

State feelings and emotions

Give directions

Make suggestions

Material in *italics* identifies Supporting Functions.

Express needs, opinions and preferences

Make arrangements and plans

Report events in present time

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS4.PW.01 Create/Compose simple original sentences and questions on very familiar topics.

Convey information using simple original sentences and strings of sentences

Present material in an organized manner

Use vocabulary that is sufficient to provide information and limited explanation

Write messages, short letters, simple descriptions and simple narrations

Make attempts to acknowledge/engage audience

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

SL.PS4.PS.01 Speak to an audience to present material using strings of sentences and connected discourse.

Present material in an organized manner

Convey information using simple original sentences and strings of sentences

Use vocabulary that is sufficient to provide information and limited explanation

Begin to make choices of phrase or content to maintain the attention of the audience

Proficiency Stage 5

Students at Proficiency Stage 5 (approximates ACTFL Intermediate-Mid) can identify main ideas and supporting information from a wider range of sources. Students communicate using original language, questions and strings of sentences to obtain and provide information. This includes participating in conversations and getting needs met in the target culture. At this stage students begin to communicate in different time frames. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS5.IL.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex conversations, presentations and narratives on topics from everyday life.

Material in *italics* identifies Supporting Functions.

SL.PS5.IL.02 Infer the meaning of some unfamiliar words and phrases when used in familiar contexts.

Identify main ideas and some supporting details on familiar and some unfamiliar topics

Identify significant ideas embedded in familiar contexts and connected to academic content

Recognize and understand high-frequency idiomatic expressions

Understand the use of verbal and non-verbal gestures, intonation etc., in contexts from the target culture

Interpretive Mode: Reading (ASL Literary materials exist in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, articles, short works of fiction).

SL.PS5.IR.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex written texts on topics from everyday life.

SL.PS5.IR.02 Draw conclusions and make inferences, supporting them with information from the text.

Read authentic texts with more abstract themes and ideas

Identify main ideas and some supporting details on familiar and some unfamiliar topics

Identify significant ideas embedded in familiar contexts and connected to core academic content

Recognize and understand high-frequency idiomatic expressions

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS5.IS.01 Create language, questions and strings of sentences to exchange ideas and to provide and obtain information.

SL.PS5.IS.02 Participate in a more extended conversation using a variety of related questions and responses on familiar topics.

SL.PS5.IS.03 Conduct a variety of transactions necessary for survival in the typical daily life of the target culture.

Exchange personal feelings, thoughts, opinions and preferences

Express needs and wants

Ask for and give permission

Request, suggest and make arrangements or plans

Extend, accept or decline invitations

Give multi-step directions for a simple task

Material in *italics* identifies Supporting Functions.

Describe events, things and people

Generate varied questions to extend or enrich conversation

Demonstrate control of present time; partial control of another timeframe (future or past time)

Describe events, things and people and make simple comparisons

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS5.PW.01 Create/Compose original language using questions and strings of sentences on familiar and some unfamiliar topics.

SL.PS5.PW.02 Make attempts to maintain the attention of the audience.

Write short letters, descriptions, explanations and simple narrations

Express needs, make requests

Express opinions and preferences

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

SL.PS5.PS.01 Present organized material in a sustained, connected manner using somewhat more complex original language.

SL.PS5.PS.02 Make attempts to maintain the attention of the audience.

Convey information using strings of sentences, with some connected sentence-level discourse

Use vocabulary sufficient to provide information and limited explanation

Make choices of phrase or content to maintain the attention of the audience

Recite poems, songs, dramatic pieces from the target language/culture

Proficiency Stage 6

Students at Proficiency Stage 6 (approximates ACTFL Intermediate-High) can identify main ideas and supporting information from more complicated texts and presentations. Students communicate using original language to obtain and provide information. This includes participating in conversations and handling increasingly complicated situations in the target culture. At this stage students can communicate in a variety of time frames and communicate with others about topics of both personal and social interest. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Material in *italics* identifies Supporting Functions.

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS6.IL.01 Demonstrate understanding of ideas and supporting details from longer and more complex conversations, presentations and narratives on topics from everyday life and social issues.

SL.PS6.IL.02 Infer the meaning of unfamiliar words and phrases when used in familiar contexts.

Identify main ideas and supporting details on familiar and some unfamiliar topics

Identify significant ideas embedded in familiar and unfamiliar contexts and connected to core academic content

Synthesize information from oral or signed presentations

Recognize and understand high-frequency idiomatic expressions

Understand the use of verbal and non-verbal gestures, intonation etc., in contexts from the target culture

Infer and interpret the speaker's intent

Interpretive Mode: Reading (ASL Literary materials exist in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, articles, short works of fiction).

SL.PS6.IR.01 Demonstrate understanding of ideas and supporting details from longer and more-complex written texts on topics from everyday life and social issues.

SL.PS6.IR.02 Draw conclusions and make inferences, supporting them with information from the text.

Read authentic texts with more abstract themes and ideas

Identify main ideas and supporting details on familiar and some unfamiliar topics

Identify significant ideas embedded in familiar and unfamiliar contexts connected to core academic content

Recognize and understand high-frequency idiomatic expressions

Synthesize information from a variety of texts

Infer and interpret the writer's intent

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS6.IS.01 Create language, questions and connected discourse to exchange ideas and to provide and obtain information.

Material in *italics* identifies Supporting Functions.

SL.PS6.IS.02 Initiate, sustain and close an extended conversation using a series of related questions and responses on a wider variety of topics.

SL.PS6.IS.03 Narrate and describe events that take place in various time frames.

SL.PS6.IS.04 Conduct a variety of transactions necessary for survival in the typical daily life of the target culture, which may include a complication.

Exchange personal feelings, thoughts, opinions and preferences

Express needs and wants

Ask for and give permission

Request, suggest and make arrangements or plans

Extend, accept or decline invitations

Give multi-step directions for a simple task

Generate varied questions to extend or enrich conversation

Demonstrate control of present time; partial control of future and past time

Describe events, things and people and make simple comparisons

Ask for and provide clarification and explanation

Use communication strategies to make oneself understood

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS6.PW.01 Present organized material in a sustained, connected manner using more complex original language and a variety of time frames.

SL.PS6.PW.02 Narrate and describe across a wide-range of topics of personal and social interest.

SL.PS6.PW.03 Make attempts to engage and maintain the attention of the intended audience.

Write letters, descriptions, explanations, articles and narrations

Vocabulary is sufficient to provide information and explanation

Express needs, make requests and suggestions

Express and support opinions and preferences

Compose stories, short plays, poems etc.

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

SL.PS6.PS.01 Present organized material in a sustained, connected manner using more complex original language and a variety of time frames.

Material in *italics* identifies Supporting Functions.

SL.PS6.PS.02 Narrate and describe across a wide-range of topics of personal and social interest.

SL.PS6.PS.03 Make attempts to engage and maintain the attention of the intended audience.

Convey information using connected sentence-level discourse with some evidence of logical sequence and organization

Vocabulary is sufficient to provide information and explanation

Express needs, make requests and suggestions

Express and support opinions and preferences

Recite poems, songs, dramatic pieces from the target language/culture

Material in *italics* identifies Supporting Functions.